

- 4 Answer dependent on accuracy/regularity of device/consistency
(i.e., will measure the same interval every time it is used)

	-it will always take the same amount of time for the sand to fall through the hole
	-if some sand spills on the ground, it won't be the same (length of time)
	-other

Explaining the Water Clock

0 Can't tell, nonsense, etc

	- I don't know
	- just because/ I think so
	- our ceiling drips like that
	-other

1 Focus on Surface features/misconceptions/regularity not an issue/
focus on total length of time (e.g., "it will take longer" w/o elaboration)

	-too hard to do and make
	-very fast/water drips fast but 2nd tank is big/more fair because it takes a while for the water to fill up
	-more like a clock and rings like a clock
	-won't work because water is so small you'd have to work wait so long
	-you don't have to use any strength, the baby-sitter won't get tired
	-it might be hard to find water in a cave
	-tank is too big for little drops
	*-best because it has a bell
	-other

2 Answer dependent on ability to do other things

	-it tells you who's turn is next
	-it's controlled by itself and when its done you can go
	-you don't have to watch it, the chime tells you when its done
	-if you're working, you don't always have to check it
	-other

3 Calibration included

	Answer mentions calibration
	other

F.36

- 4 Answer dependent on accuracy/regularity of device/consistency
(i.e., will measure the same interval every time it is used)

	-the water drips at the same speed so it will always be the same # of minutes
	-if water spills out of the tank it might not be fair
	-other

Appendix F4:
Interview Four Coding Packet:
Buoyancy

F.38

Coder name: _____ Date: _____

Student name: _____

Condition: _____

School: _____

Coding for Buoyancy Interview (Interview 4)

Sorting Explanations

(*indicates an ambiguous response - probe more in order to code correctly)

Explaining the Log

0 Can't tell, irrelevant, nonsense, etc

	- I don't know
	- just because/ I think so
	- I like logs (irrelevant content)
	-other

1 Focus on Surface features or misconceptions

	-log is short and can't reach the statue
	-if log falls down it can't go up
	-log will sink underwater
	-statue will fall off the log
	-log will break
	-other

2 Answer dependent on weight or size of statue or log

	-statue is heavier than log; therefore, log will break
	-log is too heavy/light
	-other

3 Answer refers to log's buoyancy

	-caveman not strong enough to pull log underwater
	-log will still float under water
	-log will go back up
	-log can hold statue and push it up
	-other

Explaining the Raft

0 Can't tell, nonsense, etc

	- I don't know
	- just because/ I think so
	-other

1 Focus on Surface features/misconceptions

	- "rope" can reach statue
	-vines don't burst
	-vines will break
	-rope is really strong
	-better because you don't have to go under
	-raft will sink after they get the statue
	*-elephants are strong
	*-people have more strength
	-other

2 Answer dependent on number and strength of people/animals pulling

	-all of them together are strong enough to lift it up
	-everyone is helping
	-other

3 Answer mentions raft's buoyancy

	-when they pull on the vines, the raft will start to go underwater
	-the raft floats
	-other

Explaining the Balloons

0 Can't tell, nonsense, etc

	- I don't know
	- just because/ I think so
	-other

1 Focus on Surface features/misconceptions

	-too slow to do it that way
	-not good because you have to cut all the balloons away
	*-balloons too light
	-balloons can't float under water because they will pop
	-statue is not floating in picture even though there are a lot of balloons
	*-balloons are not as strong as you are
	*-balloons not heavy enough
	-other

2 Answer dependent on number of balloons

	-it would work if they had more balloons
	-other

3 Answer mentions balloon's buoyancy

	-balloons will push it up/make it fly
	-statue will float because balloons have air
	-balloons are easier to push under water
	-other

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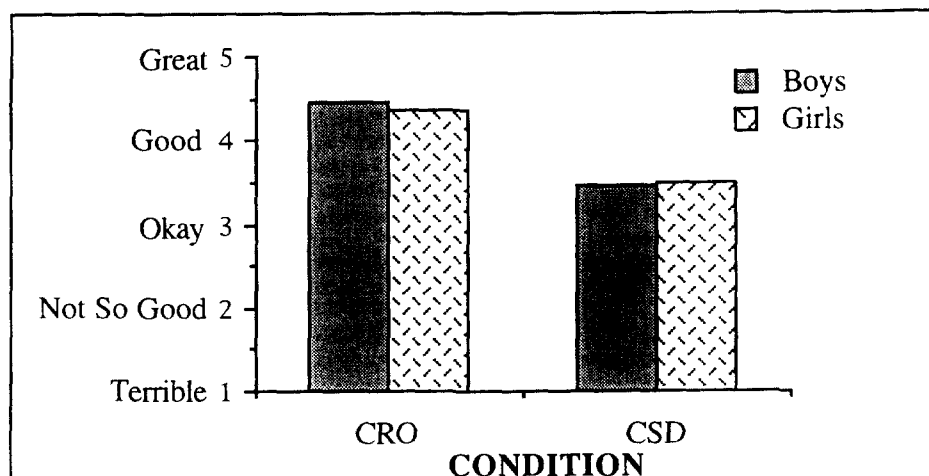


Figure G.1. Mean Show Appeal Rating by Gender.

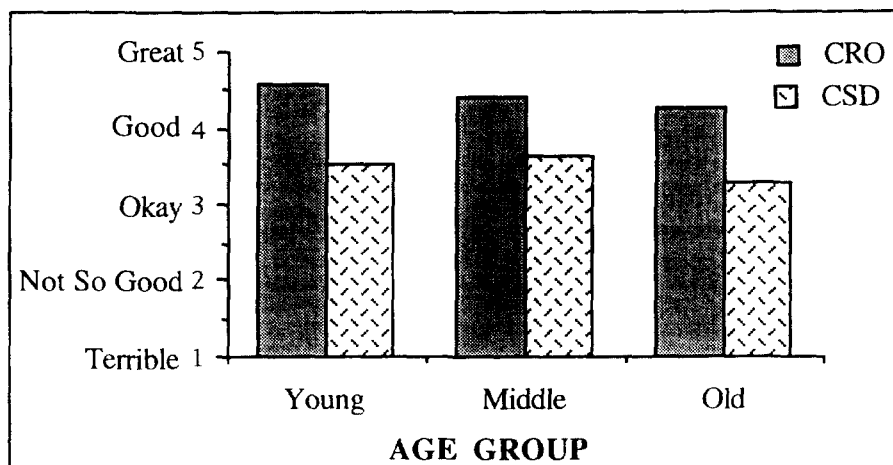


Figure G.2. Mean Show Appeal Rating by Age Group.

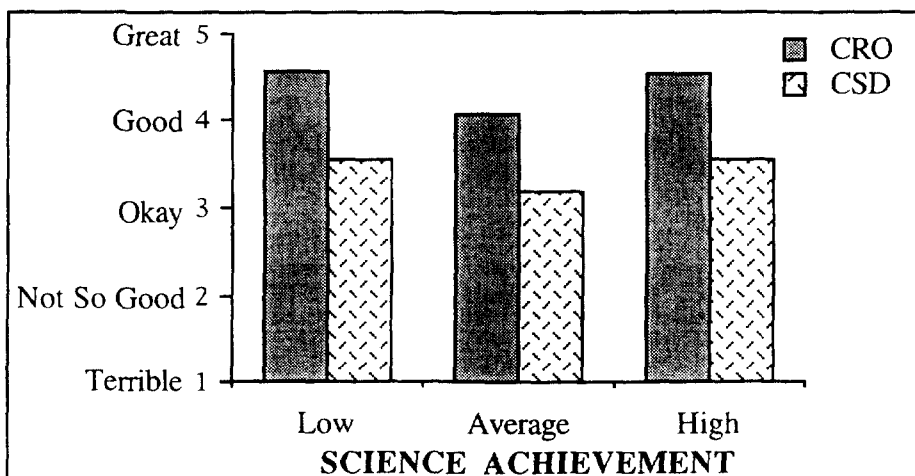


Figure G.3. Mean Show Appeal Rating by Science Achievement.

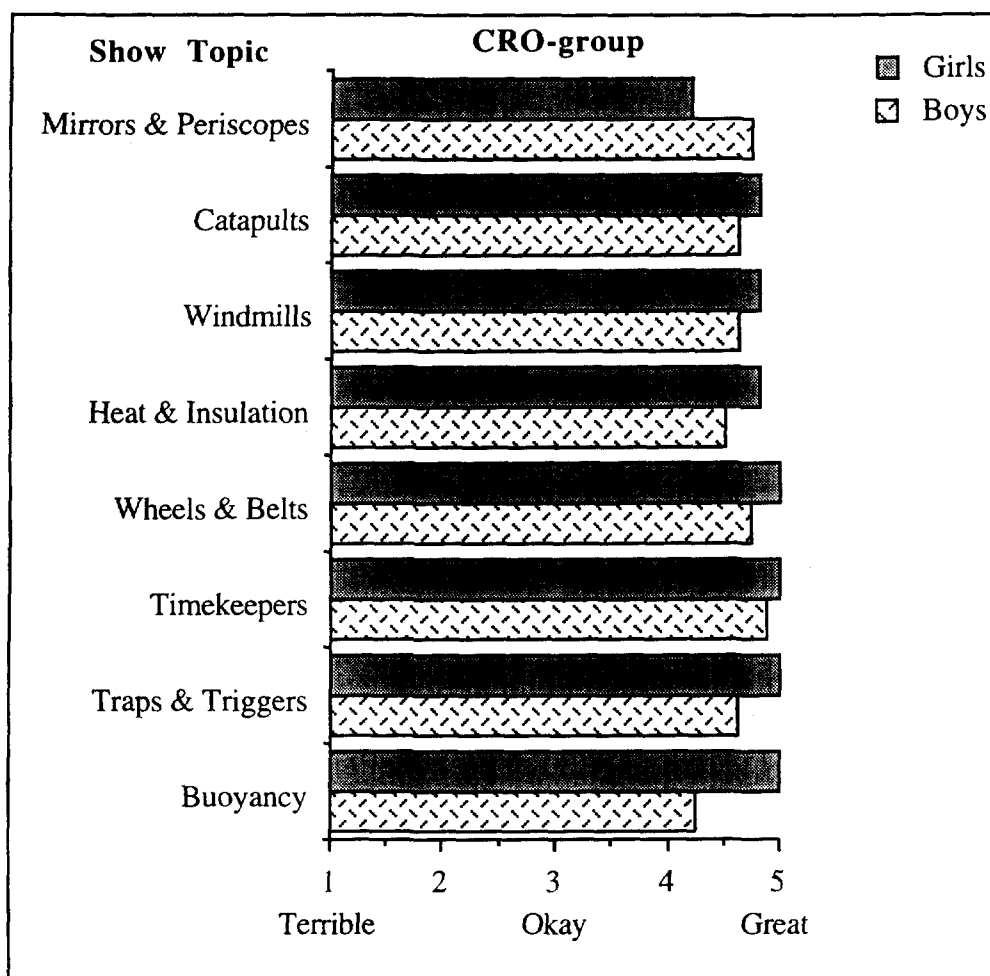


Figure G.4. Appeal Ratings for CRO episodes by Gender.

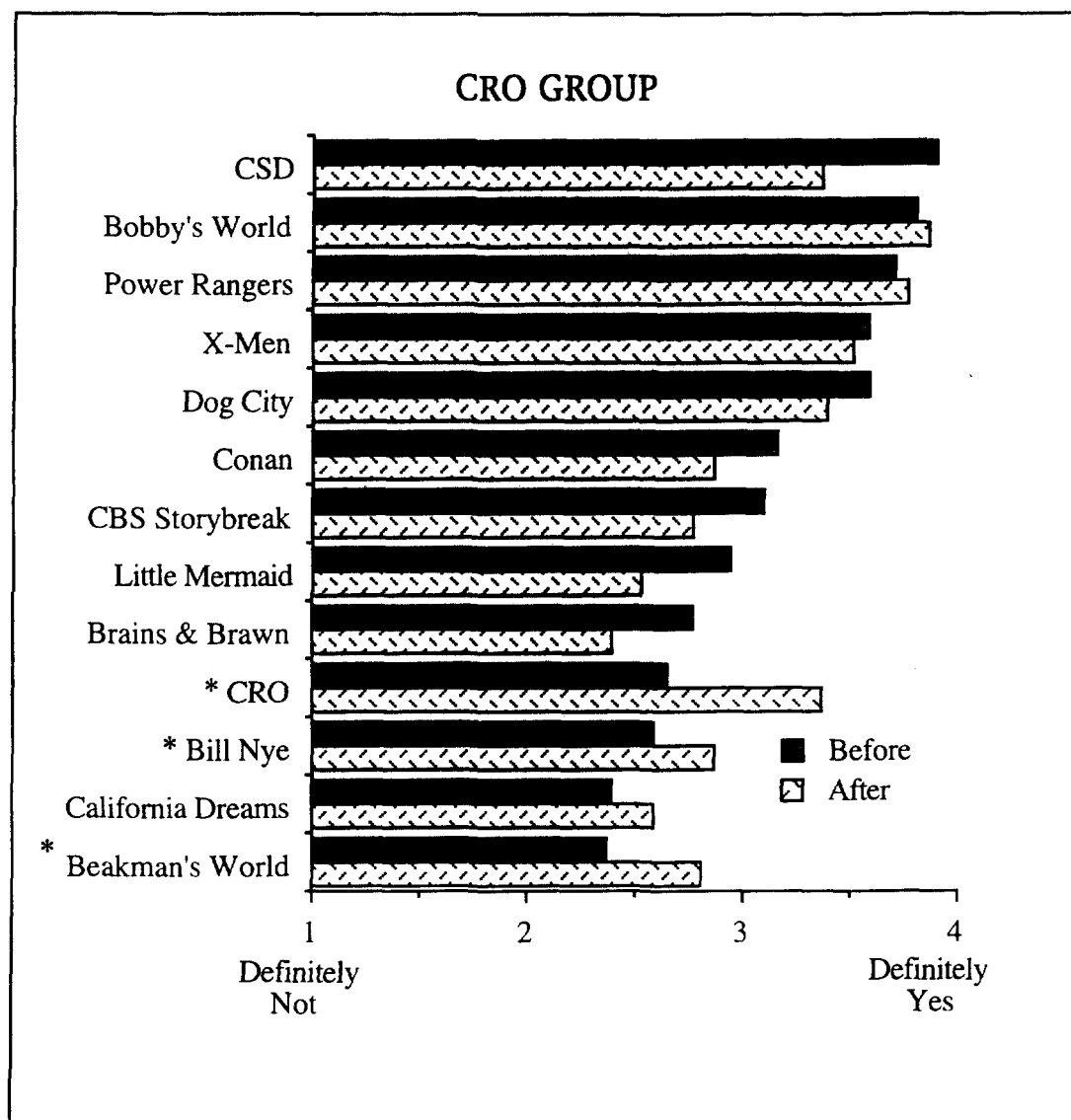


Figure G.5. CRO-group's Ratings of TV Shows Before and After Treatment.

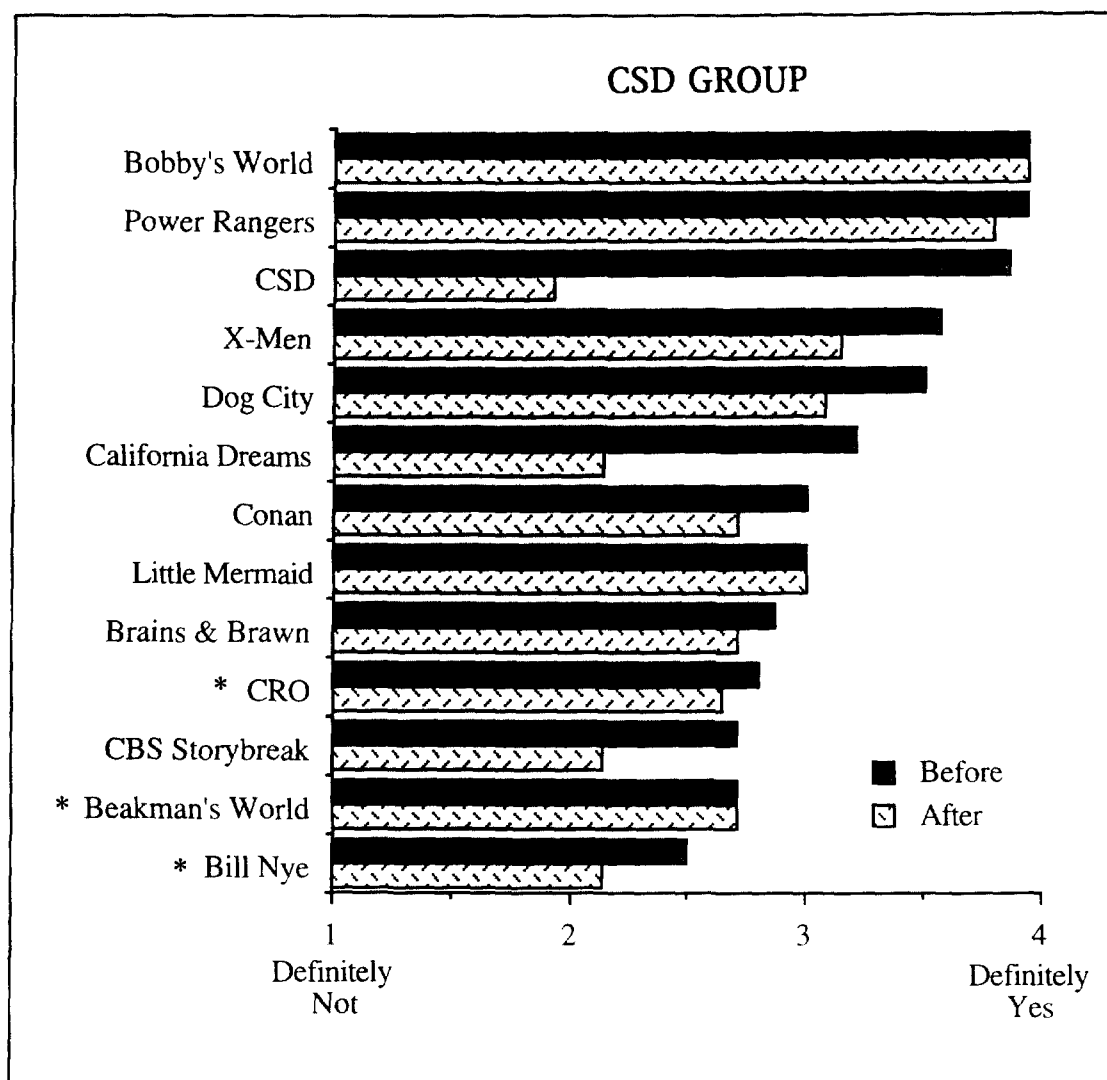


Figure G.6. CSD-group's Ratings of TV Shows Before and After Treatment.

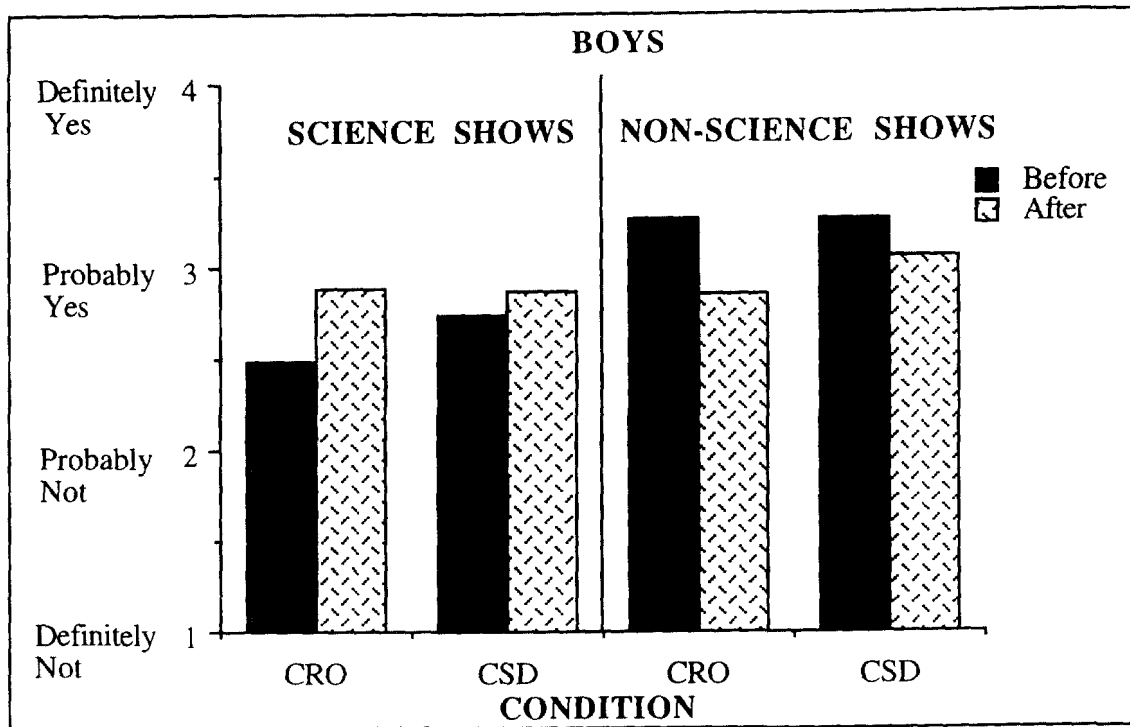


Figure G.7. Mean TV Show Ratings for Boys Before and After Treatment.

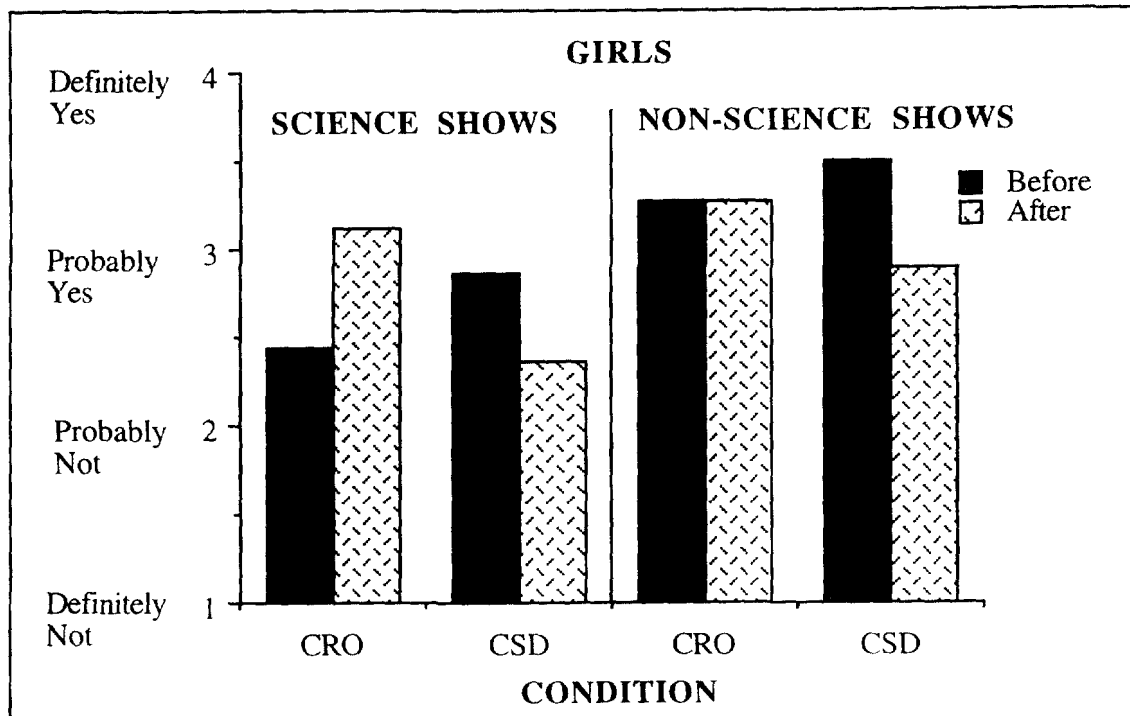


Figure G.8. Mean TV Show Ratings for Girls Before and After Treatment.

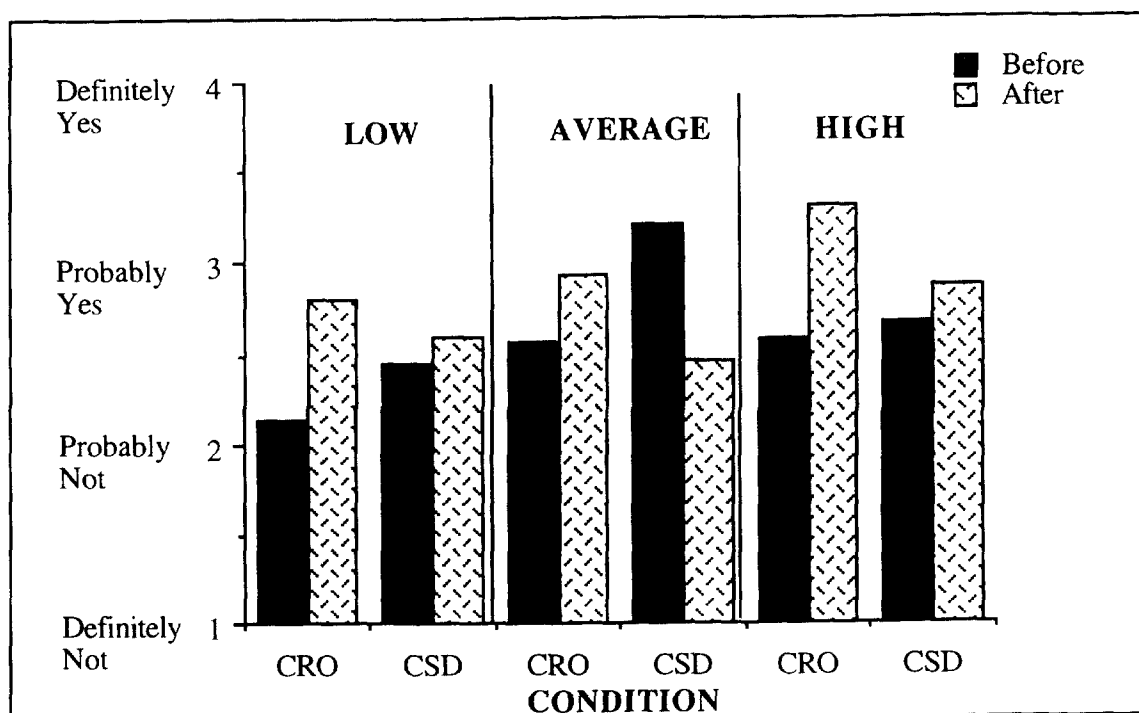


Figure G.9. Interest in Viewing Science Shows (including CRO) Before and After Treatment.

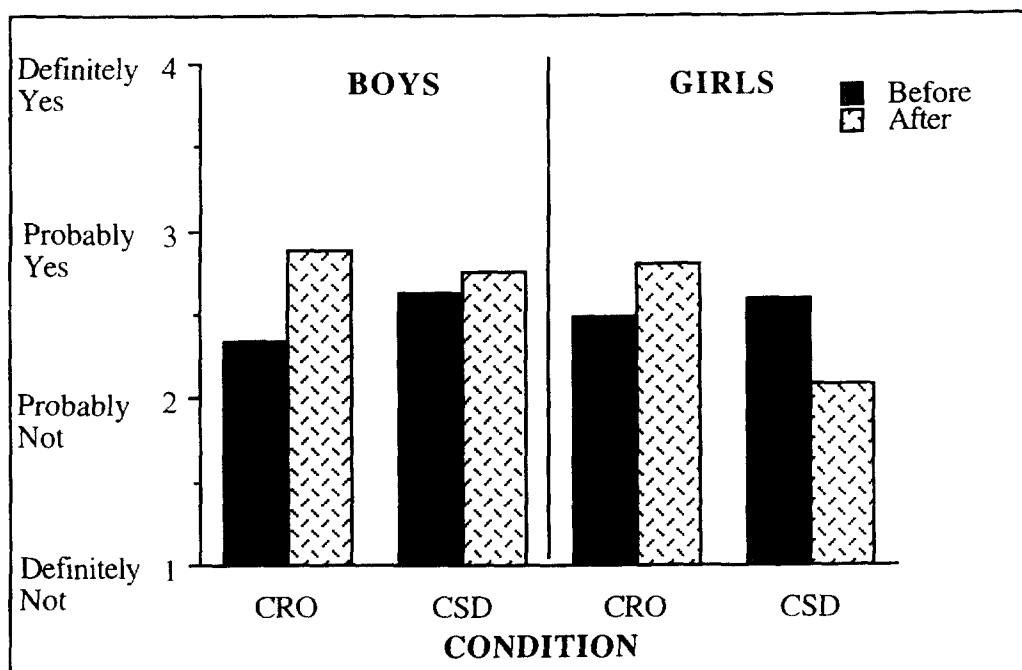


Figure G.10. Interest in Viewing Science Shows (Bill Nye and Beakman's World) Before and After Treatment by Gender.

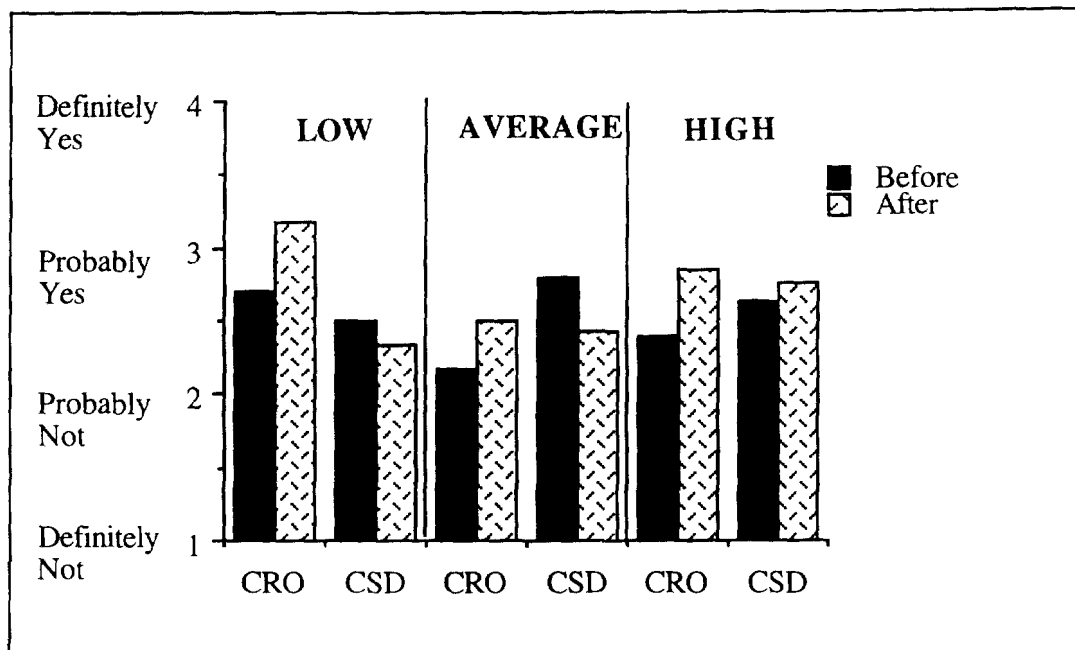


Figure G.11. Interest in Viewing Science Shows (Bill Nye and Beakman's World) Before and After Treatment by Science Achievement.

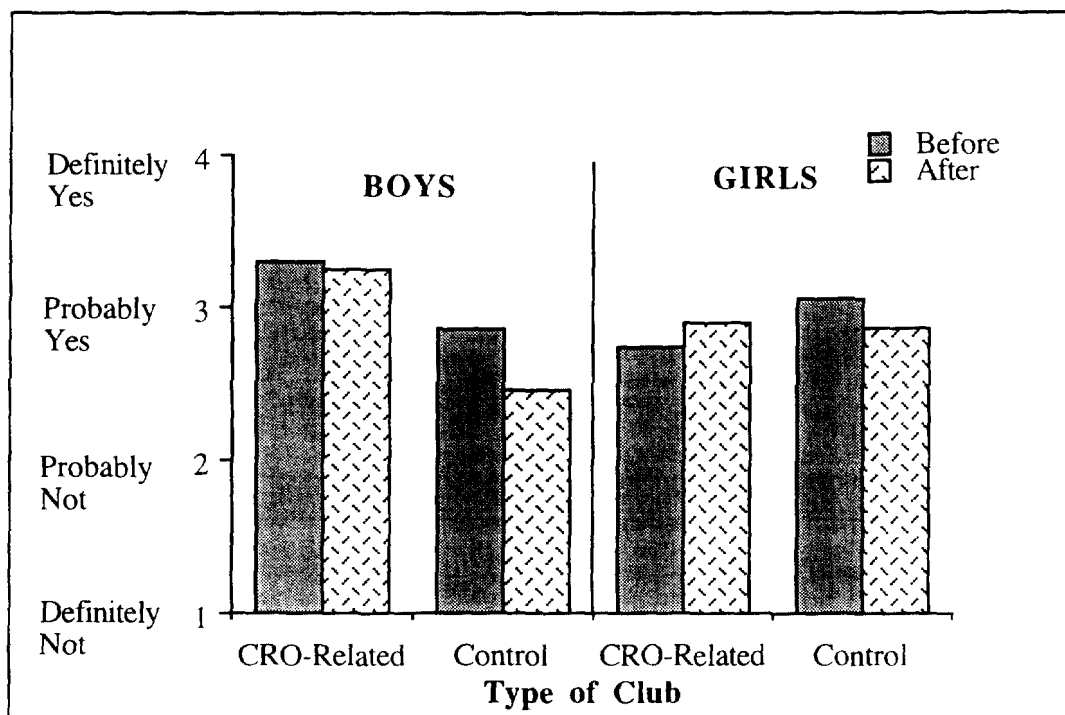


Figure G.12. CRO-Group's Interest in Joining Scientists' and Inventors' Clubs vs. Control Clubs Before and After Treatment by Gender.

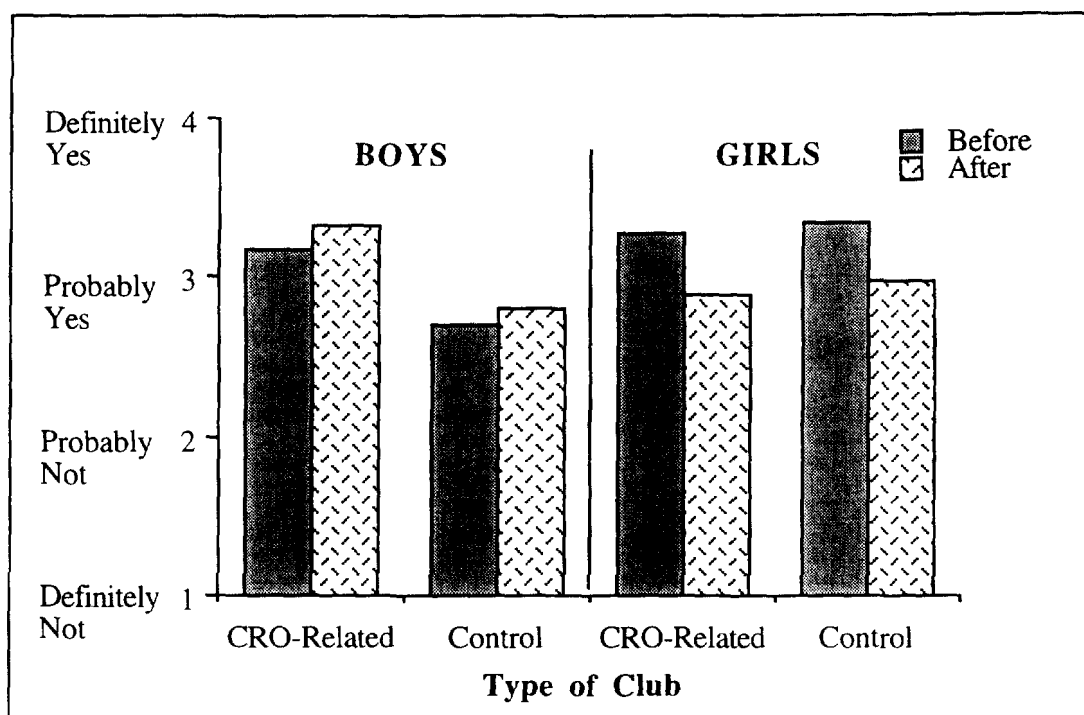


Figure G.13. CSD-Group's Interest in Joining Scientists' and Inventors' Clubs vs. Control Clubs Before and After Treatment by Gender.

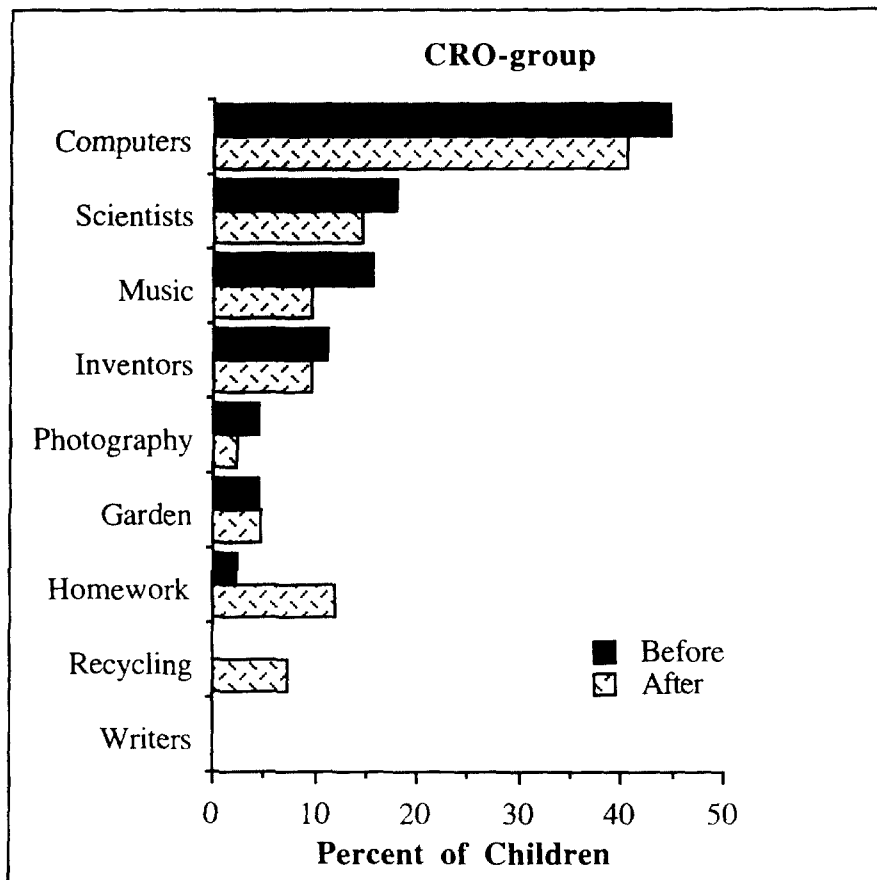


Figure G.14. Percent of Children in CRO-Group choosing each Club as "Most Likely to Join."

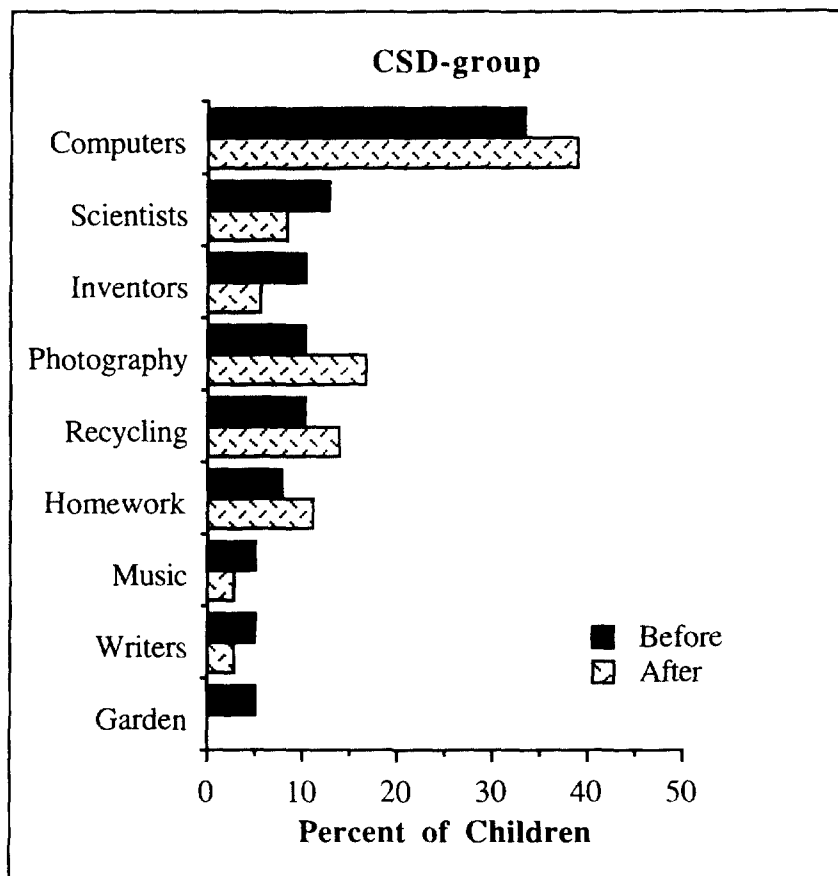


Figure G.15. Percent of Children in CSD-Group choosing each Club as "Most Likely to Join."

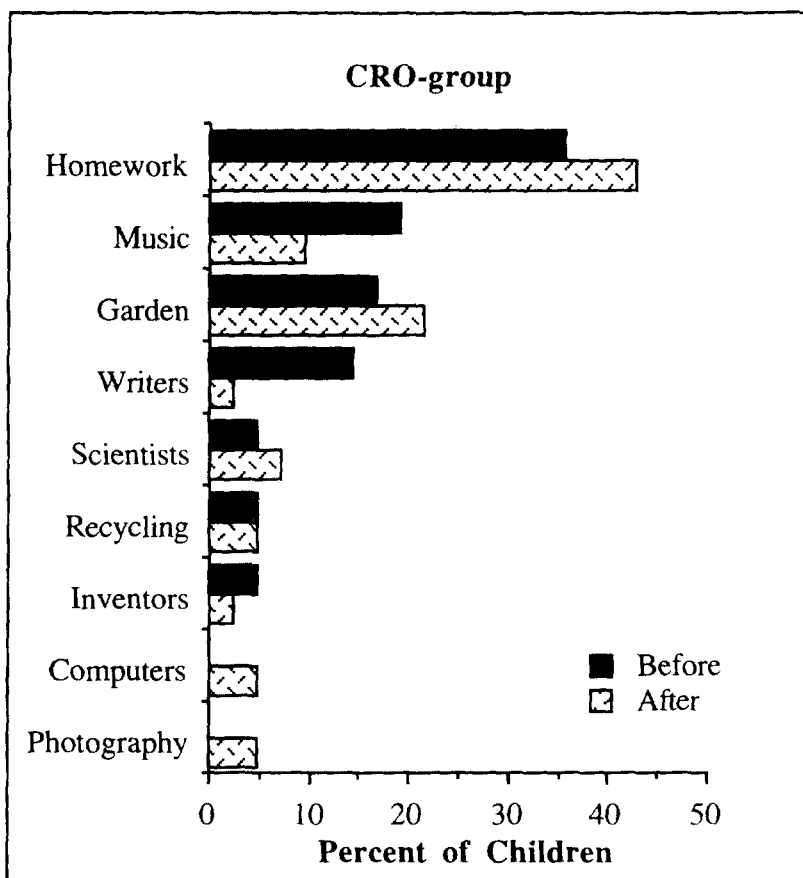


Figure G.16. Percentage of Children in the CRO-Group choosing each Club as "Least Likely to Join."

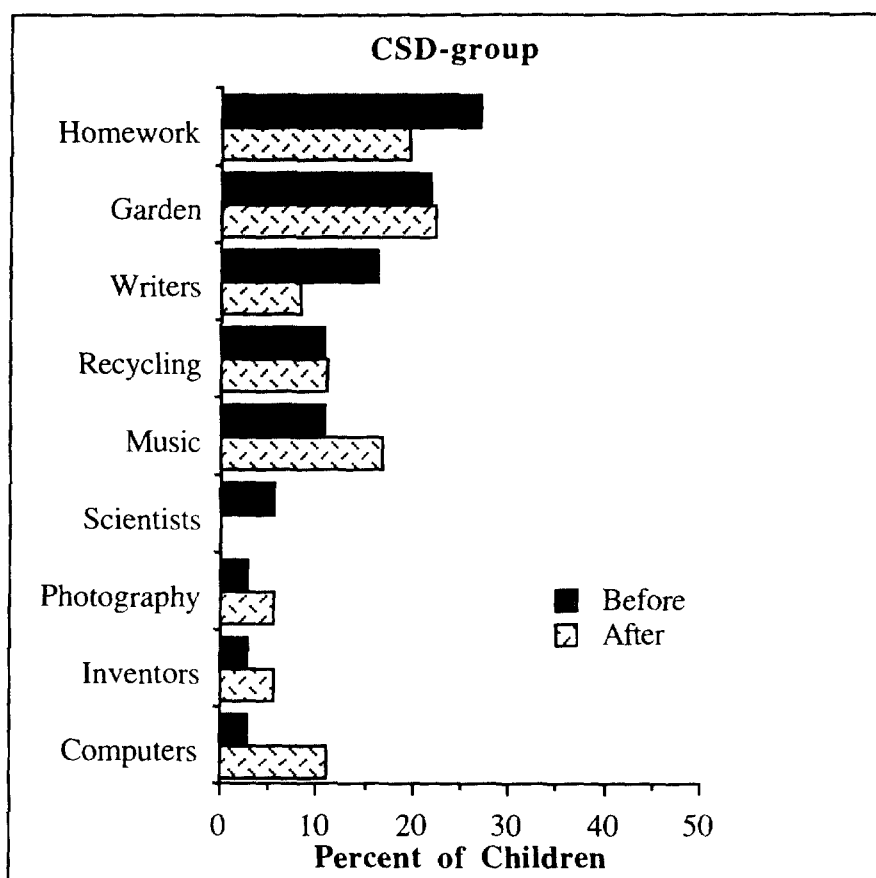


Figure G.17. Percent of Children in CSD-Group choosing each Club as "Least Likely to Join."

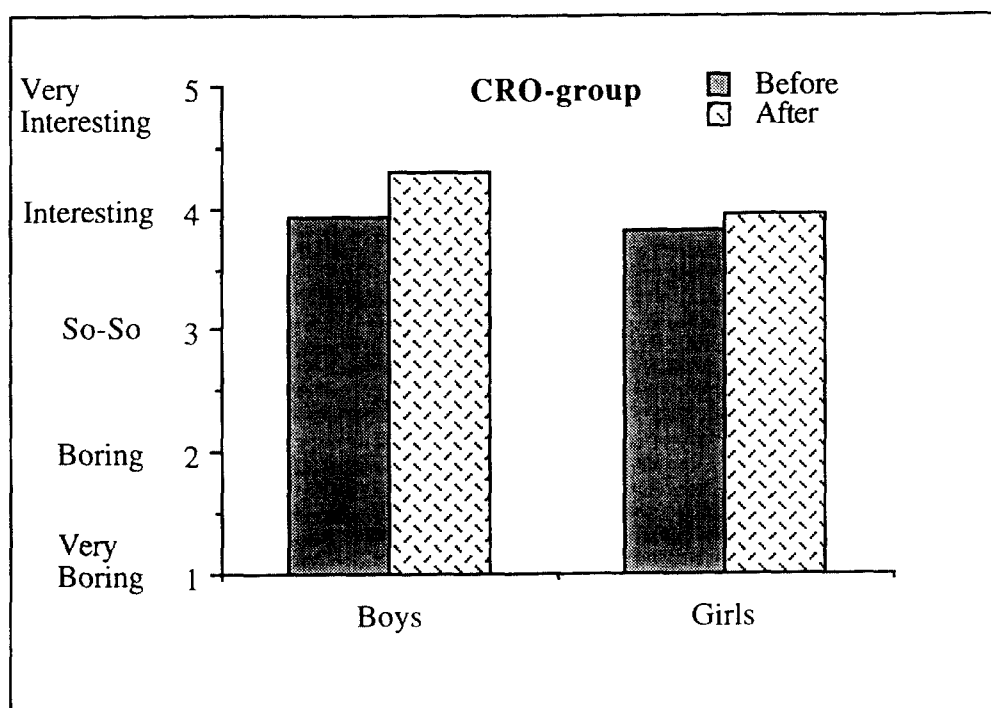


Figure G.18. Interest in Doing CRO-Related Activities Before and After Treatment by Gender.

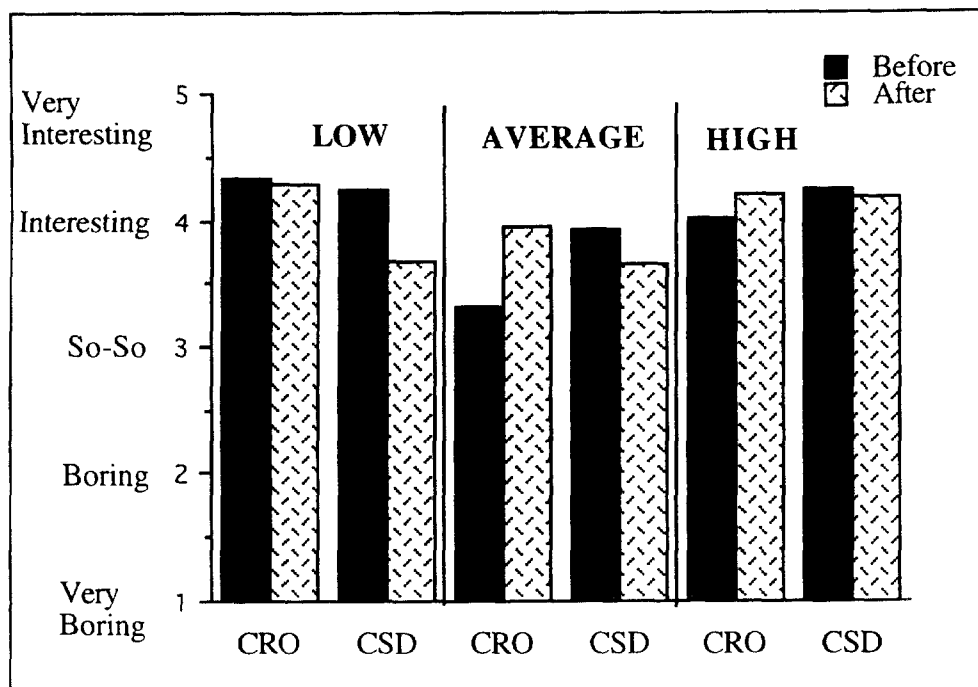


Figure G.19. Interest in Doing CRO-Related Activities Before and After Treatment.

ORIGINAL

SESAME STREET
RESEARCH
BIBLIOGRAPHY

*Selected citations
relating to Sesame Street
1969-1989*

Xerox copy

**Research Division
Children's Television Workshop
One Lincoln Plaza
New York, NY 10023**

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INTRODUCTION

For twenty years, SESAME STREET has been involved in many different forms of research: e.g., in-house research addressing day-to-day needs of production, research on the educational impact of the series, theoretical research which used SESAME STREET segments as stimulus material, and policy research on the role of media in education. The result is that SESAME STREET is probably the most "researched" show in the history of television.

An earlier CTW research bibliography, covering the period of 1968-1976, documented a substantial volume of research dealing with the first few years of CTW productions. Although rapidly outdated, that publication stood as our only systematic collection of research references until the present time.

We are now pleased to make available this bibliography of research. Our purpose is to serve the research and information needs of social scientists, educators, media professionals, government and institutional representatives, students, and anyone else with an interest in the field of children and television.

In compiling this document, we included mainly research and theoretical papers that are publicly available in educational databases and scholarly journals. We did not include articles from trade journals, newspapers, or the popular press. Nor did we include a host of in-house formative research studies of a more informal nature, designed to serve the needs of the Production Department.

Because of computers, updating can now be an ongoing process, so this print version of the bibliography is only a snapshot of today's database. Next month or next year, the citations should reflect what is current then. Please help us keep this information as accurate and complete as possible by calling to our attention any needed additions or corrections. Scholars and researchers with special requests for literature searches are invited to inquire directly, in writing, to CTW's Corporate Research Department.

This bibliography is made possible through the efforts of several persons. Dr. Richard Luker supervised the search for research literature completed in recent years. With able assistance from Jan Fernback, the research team used online computer searches, checked against other bibliographies, talked with several authors, and sought additional citations in announcements placed in over twenty academic and professional publications. This group wrote abstracts for the entries, from which the annotations for the present document were written.

CTW researcher Gloria Sammur has worked diligently in refining the keyword system, writing annotations, managing the computerized database itself, and finally bringing the physical document into being. Dr. Robin Smith Jacobvitz reviewed the citations in the category of "Attention and Comprehension." Useful comments were made by Drs. Aimee Dorr, Daniel Anderson, John Wright, Aletha Huston, and Milton Chen, who looked informally at early draft versions of the bibliography. Many of the international citations were brought to our attention by Dr. Peter Levelt, and reviewed subsequently by Dr. Gerald Lesser. The work builds on the earlier bibliography which was compiled under the supervision of Dr. Edward Palmer. Thanks particularly to the many researchers whose work is being referenced here. Your collective labors are testimony to the seriousness with which SESAME STREET is perceived as an educational and social force.

Keith W. Mielke, Ph.D.
Vice President for Research
Children's Television Workshop
June 1990